Sixth Grade English Language Arts Common Core Academy

2011 - Participant Guide

UTAH STATE OFFICE FRAMEWORK FOR SECONDARY COMMON CORE ACADEMY

WHO?	Sixth grade level teachers.
WHY?	USOE support for statewide implementation of the Common Core State standards in English Language Arts. Focusing on how we can teach for meaningful learning and understanding to support the development and application of 21st Century skills for College and Career Readiness.
WHEN? (time frame)	Four days during the summer of 2011.
WHERE?	Thirteen locations across Utah: Moab, Vernal, Davis, Ogden, Alpine, Provo, Logan, Cedar City, St. George, Richfield, Granite, Jordan, Murray, Park City
WHAT? (content)	1. Introduction to and Overview of the Common Core State Standards (Including Appendices A, B, and C) 2. Range and Text Complexity 3. Assessment: Performance tasks for a wide range of texts 4. Lesson Design for a wide range of literary and informational text (Using the Top Ten Analysis guide) 5. Inquiry-based instructional strategies for analyzing a wide range of texts 6. Three kinds of writing in the Common Core 7. Differentiation for a wide range of learners (WIDA, Sousa & Tomlinson)
WHAT FOR? (Achievement-based objectives)	By the end of the four day summer academy, all participants will have: 1. Reviewed the Common Core alignment documents, Appendices A, B, and C by grade to identify commonalities, gaps, and standards for focus. 2. Designed performance-based assessments for their context through their lesson re-design using the Common Core Top Ten Template tool. 3. Identified a wide range of resources for sixth grade, including the Common Core Curriculum maps from the Gates Foundation and other adaptations. 4. Reviewed the Common Core State Standards by analyzing a current lesson on one of the three kinds of writing and re-designing it to align with the CCSS. 5. Developed a publishable lesson/unit/ PD design to support the implementation of the Common Core State Standards for appropriate audience and/or grade level/band (to be published on the USOE and UEN websites). THE SECONDARY OUTCOMES ARE ALIGNED TO THE K-5 Common Core Academy Outcomes:

	1. **"Can Do" feeling** 2. **Know the Common Core** 3. **Writing Focus** 4. **Cooperative Learning** 5. **Common Core Template**
HOW? (Performance-based learning tasks)	DAY ONE Task 1 – Warm-up: Learning Needs and Resource Assessment of Grade Level Participants Task 2 – Four Strands for Common Core Standards Task 3– Analysis for current writing lesson to re-design instruction DAY TWO Task 1 – Warm-up: Favorite Book Task 2 – Range and Text Complexity Task 3 - Teaching with a Focus on Learners: A Model for Effective Differentiation Task 4- Understanding and Implementing WIDA Standards Task 5 –Review the key components of the Writing to Read report and analyze which current classroom practices fit each component and apply to the Common Core State Standards Task 6– Analysis for current writing lesson to re-design instruction DAY THREE Task 1 – Warm-up: Interdisciplinary and multi-media experience Task 2 - Writing Arguments: The Seven Cs and the Toulmin Model; Assessing Student Argumentative Writing Task 3 – Explanatory and Narrative Writing; Assessing Student Explanatory and Narrative Writing Task 4– Vocabulary Development Task 5 – Common Core writing lesson and/or unit **re-design** for publication: Feedback, Review, and Revision **DAY FOUR** Task 1- Warm-up: We can do it Task 2- Language Strand: So, what's up with Language? Task 3- Ongoing Professional Development Priorities Task 4- Common Core writing lesson and/or unit **re-design** for publication: Feedback, Review, and Revision Task 5- Teachers' Top Five Task 6- Eleven Elements of Effective Adolescent Writing Task 7- Principal Discussion

	Task 8- Publication of Lesson Re-design
Definitions and Clarifications:	**1.0 Learning Tasks** from Taking Learning to Task (2001) by Jane Vella http://www.globalearning.com/jane-vella.htm 1.1 Inductive: Connects learners with what they already know and with their unique experience, 1.2 Input (Deductive): Invites the learner to examine new concepts, skills, attitudes – the content of the course, 1.3 Implementation: engages the learner in doing something with new concepts, skills, and attitudes, and; 1.4 Integration: asks the learner to integrate the new learning into their lives. **2.0 Students who are Career and College Ready** in Reading, Writing, Speaking, Listening, and Language (page 7 Introduction to the CCSS) do the following: 2.1 Demonstrate independence. 2.2 Build strong content knowledge. 2.3 Respond to the varying demands of audience, task, purpose, and discipline. 2.4 Comprehend as well as critique. 2.5 Value evidence. 2.6 Use technology and digital media strategically and capably. 2.7 Understand other perspectives and cultures. **3.0 What the Common Core State Standards are NOT** (page 6 in the CCSS Introduction) The standards: 3.1 Define what ALL students are expected to know and be able to do, NOT how teachers should teach. 3.2 Articulate what is most essential, NOT define an exhaustive list or a set of restrictions that limits what can be taught. 3.3 Do NOT define the nature of advanced work for students who meet the standards prior to the end of high school. 3.4 Set grade-specific standards but do NOT define intervention methods necessary to support students. 3.5 Do NOT define the full range of supports appropriate for English language learners and for students with disabilities. 3.6 Do NOT define the whole range of college and career readiness. **4.0 Key Design Considerations** for the Common Core State Standards (page 4, Introduction to CCSS) 4.1 The College and Career Ready Standards anchor and define general, cross- disciplinary literacy expectations. 4.2 Grade levels: The Standards use individual grades to provide useful specificity for grades K-8; And the two-year bands in grades 9-12 allow flexibility in course design. 4.3 Focus on results rather than means: By emphasizing required achievements, the standards leave room for states to determine how those goals should be reached.

4.4 An integrated model of literacy:

    Although the standards are divided into four strands for conceptual clarity, the processes of communication are closely connected.

4.5 Research and media skills are blended into the Standards:

    Students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions and solve problems and create a range of print and nonprint texts in media forms.

4.6 Shared responsibility for students' literacy development:

    The interdisciplinary approach to literacy in grade 6-12 in ELA, history/social studies, science, and technical subjects <u>supports</u> the extensive research establishing the need for reading complex informational text independently in a variety of content areas.

    Most required reading in college and workforce training programs is informational in structure and challenging in content (The 2009 Reading Framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text as students advance through the grades. See page 5 in CCSS Introduction for details)

OTHER CRITICAL STRUCTURAL CLARIFICATIONS:
- Appendix A: Provides the research-base and an essential explanation of Text Complexity
- Appendix B: Provides Text Exemplars and Performance Tasks (IT IS NOT A READING LIST)
- Appendix C: Provides Student Writing Samples with annotations based on an evidence-based approach to giving feedback to students about their writing

5.0 Twenty-First Century Skills for College and Career from <u>Inquire: A Guide to 21st Century Learning</u> (2012), www.thoughtfullearning.com

  5.1 Learning Skills
- Critical Thinking
- Creative Thinking
- Problem-solving
- Communicating
- Collaborating
- Building arguments

  5.2 Literacy Skills
- Reading to Learn
- Developing Vocabulary
- Understanding Media
- Using Social Media
- Following Basic Language Conventions
- Improving Study Skills

	• Succeeding in School • Succeeding in the Workplace **5.3 Inquiry Skills** • Questioning • Planning • Researching • Creating • Improving • Presenting
Resources:	1. Utah Educators (Fall, 2010) Common Core Alignment Documents with grade level introductions on USOE website: http://www.schools.utah.gov/core/ 2. Common Core Initiative Website: http://www.corestandards.org/ 3. Common Core Curriculum Mapping Project (2010) funded by the Gates Foundation: http://commoncore.org/maps/index.php 4. USOE Adopted WIDA Standards: http://www.wida.us/standards/elp.aspx 5. Meltzer and Hamann (2005) Meeting the Literacy Development needs of Adolescent English Language Learners through Content-Area Learning, The Education Alliance, Brown University: http://www.all4ed.org/publication_material/adlit 6. Sousa and Tomlinson (2011) Differentiation and the Brain – Reproducible resources at this website: http://go.solution-tree.com/instruction/Reproducibles_DAB.html 7. King, Erickson and Sebranek (2012) Inquire: A Guide to 21st Century Learning: http://thoughtfullearning.com/ 8. Wilhelm (2001) Improving Comprehension with Think-Aloud Strategies: http://www.nwp.org/cs/public/print/resource/510 9. National Writing Project: E-Voice newsletter http://www.nwp.org/cs/public/print/doc/resources/e_voice.csp 10. Lunsford, Ruszkiewicz, Walters (2010) everything's an argument with reading Bedford/St. Martin's provide resources for the YouTube Generation: http://www.bedfordstmartins.com

11. Echevarria, Vogt, Short (2006) the SIOP Model: Making Content Comprehensible.
http://www.everythingesl.net/inservices/using_siop_model_08621.php.php

12. Bellance and Brandt (2010) 21st Century Skills: Rethinking How Students Learn
http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=120

13. Carnegie Report by Graham and Perin on Effective Writing Strategies: A Review and Meta-analysis of the research.
http://www.education.com/reference/article/Ref_Writing_Next/

14. Harris, Graham, Mason, and Friedlander (2010) Powerful Writing Strategies for All Students.

15. Graham, MacArthur, Fitzgerald (2007) Best Practices in Writing Instruction.

16. Graham, Harris (2005) Writing Better: Effective Strategies for Teaching Students with Learning Difficulties

17. Writing Guide: The Toulmin Method. http://writing.colostate.edu/guides/reading/toulmin/index.cfm

18. Narrative and Explanatory/Informational Writing samples. www.thewritesource.com/studentmodels/

19. Vocabulary Development.   http://jc-schools.net/tutorials/vocab/TN.html ;
see also Marzano, R.J. (2004) *Building background knowledge for academic achievement: Research on what works in schools.*

20. IRA Website on Vocabulary Development.
http://www.readwritethink.org/files/resources/lesson_images/lesson1089/types_context_clues.pdf

21. IRA Website on Vocabulary Development.
http://www.readwritethink.org/files/resources/lesson_images/lesson1089/context_clues.pdf

22. Prezi presentations. prezi.com

23. Learning Styles Quiz. www.educationplanner.org

24. Context clues. Fcrr.org

25. Carnegie Report by Graham and Perin on Effective Writing Strategies: A Review and Meta-analysis of the

research. http://www.education.com/reference/article/Ref_Writing_Next/

    26. Using Writing to Improve reading (2010 - Writing to Read: Evidence for How Writing Can Improve   Reading by Steve Graham and Michael Hebert, Vanderbilt University - You can download the Carnegie report athttp://carnegie.org/fileadmin/Media/Publications/WritingToRead_01.pdf . (It was published by the Alliance for Excellent Educationhttp://www.all4ed.org)

DAY ONE

At the end of Day One, participants and facilitators will have:

- Reviewed and analyzed the four Strands for Common Core to apply them to their practice,
- Used Learning Tasks to analyze Appendix B: Text Exemplars and Student Performance Tasks,
- Used the Top Ten Common Core Template tool to analyze a current writing lesson for the purpose of re-designing it.

Time	Learning Task
8:30 – 8:45	Welcome & Multi-media presentation (All grades together)
9:00 – 9:30 **Learning Task #1**	**Warm-up: Learning needs & resource assessment of grade level participants** **1a:** As individuals, make a list of the things you have heard about the Common Core State Standards **1b:** With one other person, use a Venn diagram to compare and contrast your lists. Be ready to introduce yourselves to the group and then share your commonalities **1c:** Look at the introduction, page 4: A Focus on Results, Rather Than Means
9:30 – 10:00 **Learning Task #2** **Four Strands for Common Core Standards** **Reading** **Writing** **Speaking & Listening**	**Four Strands for Common Core Standards** CCR = College & Career Readiness Address the question: **Why change?** **2a: Read Appendix A, pages 2 – 4. Discuss in groups; one person per group adds key ideas to chart** **2b: Read the following excerpts from the Introduction to the Common Core State Standards. Highlight or mark phrases or sections that help you better understand the design, rationale, and purpose of the CCSS. Work in triads or pairs to identify how this information has influenced your ideas about the CCSS and their implementation in your context** **1.0 Key Design Considerations** for the CCSS (Introduction, page 4-5) 1.1 **The** College & Career Ready Standards **anchor** and **define** general, cross-disciplinary literacy expectations. 1.2 Grade **levels**: The Standards use individual grades to provide useful specificity for grades K – 8; the two years bands in grades 9-10 and 11-12 allow flexibility in course design. 1.3 Focus **on results rather than means**: By emphasizing required achievements, the stands leave room for states to determine how those goals should be reached. 1.4 **An integrated model of literacy**: Although the standards are divided into four strands for conceptual clarity the processes of communication are closely connected.

Language	1.5 **Research and media skills are blended into the Standards**: Students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions and solve problems and create a range of print and non-print texts in media forms. 1.6 **Shared responsibility for students' literacy development**: • The interdisciplinary approach to literacy in grades 6-12 in ELA, history/social studies, science, and technical subjects <u>supports</u> the extensive research establishing the need for reading complex informational text independently in a variety of content areas. • Most required reading in college and workforce training programs is informational in structure and challenging in content. (See page 5 in CCSS Introduction for details)
10:00 – 10:10	Break
10:15 – 10:45 **Learning Task #2** **Four Strands for Common Core Standards** **(continued)**	**2c: Read the following descriptions of students who are College and Career Ready. From these 7 descriptors, prioritize the top three based on which ones you can begin to explicitly address with your students. Briefly write a sentence or two to support your rationale for each selection. How will you work with your students so that they better understand what it means to be Career and College Ready? After developing your rationale, share it with a partner** **1.0 Students who are Career and College and Career Ready in Reading, Writing, Speaking, Listening, and Language (page 7 Introduction to the CCSS) do the following:** 1.1 Demonstrate independence: Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they construct effective arguments and convey multi-faceted information. 1.2 Build strong content knowledge: Students establish a base of knowledge across a wide range of subject matter by engaging works of quality and substance. They become proficient in new areas through research and study. 1.3 Respond to the varying demands of audience, task, purpose, and discipline: Students set and adjust purpose for reading, writing, speaking, listening and language use as warranted by the task. 1.4 Comprehend as well as critique: Students are engaged and open-minded – but discerning – readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question the author's or speaker's assumptions and assess the soundness of reasoning. 1.5 Value evidence: Students cite specific evidence when offering an oral or written interpretation of a text… and they constructively evaluate other's use of evidence. 1.6 Use technology and digital media strategically and capably: Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use… They are familiar with the strengths and limitations of various

	technological tools.
	1.7 Understand other perspectives and cultures: Students appreciate that the 21st century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together.
10:45 – 11:15 **Learning Task #2** **Four Strands for Common Core Standards** **(continued)**	**2d: Please do an in-depth reading of the following excerpt about what the CCSS are NOT. Identify which of these clarifications are the most important for the following groups and why. Share your thinking and analysis with a partner. Identify with your partner what will be your first steps when you get back to school in August** • **Your own grade level colleagues** • **Your students and their families** • **Administrators (we will meet with them on Day Four of the Academy)** • **Other groups and/or colleagues that are essential for effective implementation and partnership.** **1.0 What the Common Core State Standards are NOT** (page 6 in the CCSS Introduction). 1.1 The CCSS – Define what ALL students are expected to know and be able to do, NOT how teachers should teach. 1.2 The CCSS – Articulate what is most essential, NOT define an exhaustive list or a set of restrictions that limits what can be taught. 1.3 The CCSS – do NOT define the nature of advanced work for students who meet the standards prior to the end of high school. 1.4 The CCSS – Set grade-specific standards but do NOT define interventions methods necessary to support students. 1.5 The CCSS – Do NOT define the full range of supports appropriate for English language learners and for students with disabilities. 1.6 The CCSS – do NOT define the whole range of college and career readiness.
11:15-11:45	**2e: Review and analyze the 6th grade Alignment Document. (Green USOE Booklet pages 1-3) In groups, discuss:** • Which areas will require increased emphasis? • What will no longer be an area of emphasis?
11:45 – 12:30	Lunch

12:30 – 2:00 **Learning Task #2** **Four Strands for Common Core Standards** **(continued)**	**2f: *Essential Question: What do I need to understand about the strands so that I can successfully implement the Common Core State Standards?** • Divide into seven groups • Each group focuses on one of the following standards, discussing answers to the essential question: ➢ **What do I need to understand about the strands so that I can successfully implement the Common Core State Standards?** • RL – Reading Standards for Literature: Pages 36 - 38 • RI – Reading Standards for Informational Text: Pages 39 - 40 • W1 – Write arguments to support claims; Research: Pages 42 and 44 • W2 – Write informative/explanatory texts; Research: Pages 42 and 44 • W3 – Write narratives to develop real/imagined experiences or events; Production and Distribution: Page 43 • SL – Speaking & Listening: Page 49 • L – Language: Pages 52 - 53 1. Read the pages as a group 2. Use the essential question as a guide to create a visual representation of what you have read 3. Present to entire group (about seven minutes per group)
2:00 – 2:10	Break
2:15 – 3:15 **Learning Task #3** **Analysis of current writing lessons to re-design instruction**	**How do I adjust a current writing lesson plan to align to the Common Core?** 1. **Read CC Top Ten Template as a group** 2. **Share re-designed lessons** 3. **Share processes/think aloud** 4. **Begin filling out teacher reflection from the Top Ten Template** • Using the Common Core Top Ten template, analyze a current lesson on **writing** that you want to re-design to align with the common core standards in writing • Use the CCSS to develop a publishable lesson design by the end of the four-day academy. You can work with another colleague and will also get feedback from various colleagues through each session.
3:15-3:30	**End of day feedback**

A Common Core Top Ten: 6-12 ELA Secondary Template

Purpose: Please use this guide to examine the design of your existing instructional plans so that all students not only have access to the content, but can produce <u>increasingly better</u> work and <u>talk about **how** they made their work better.</u> (*CCR: College & Career Readiness Standards)

INQUIRY-BASED QUESTIONS for Designing differentiated instruction for English proficiency levels, gifted and special needs students in every classroom.	TEACHER REFLECTION: Annotations and alternative resources
1. What will students be able to know and do after this instruction? (Student performance/student learning outcome aligned to which standards in the Common Core)	
2. What is the concept or essential question that introduces the lesson or instructional unit?	
3. What rubric or assessment is developed so that students know what quality of work is expected?	
4. How does this lesson or unit build on prior knowledge, experience, and skills of the students?	
5. How does the lesson support students in using a wide range of resources, including digital and multi-media, to produce quality work based on credible sources?	
6. What kind of publishable writing is supported by this lesson: **a) argumentation:** *Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (CCRS).* **b) explanatory:** *Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.* **c) narrative:** *Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.*	
7. What multiple texts (both narrative and informational) will support a wide-range of students to demonstrate their understanding of the concept in a student performance (such as written work or presentation)?	
8. What are the instructional strategies that will support students in developing the skills of listening, speaking, and collaborating with other students to produce quality work?	
9. How will students assess their own work and get feedback from others to make their work better?	
10. When and in what structure (example: PLC, grade level team, department mtg.) will you examine the student work from this lesson/unit and discuss with colleagues ideas for adjusted instruction?	

DAY TWO

At the end of Day Two, participants will have:

- Used an inductive learning task to active prior knowledge about the impact of reading on the reader's personal experience,
- Reviewed and analyzed the three criteria for determining text complexity and applied them to their practice to better match reader with performance task,
- Reviewed and analyzed ONE model for effective differentiation based on brain-research,
- Reviewed the Common Core introduction and WIDA standards to address the needs of English Language Learners and students with disabilities,
- Reviewed Effective Practices for Strengthening reading through Writing and identified strategies for implementation,
- Worked collaboratively to re-design a lesson or unit on writing as aligned to the Common Core Standards.

Time	Learning Task
8:30 – 8:45 **Learning Task #1** **Warm-up:** **Favorite Book**	**Review feedback from Day 1** **Inductive learning task 1: Think of your all-time favorite book. Why is it your favorite? What impact does it have on your life, ideas, and interests?** **Share your experience with a partner and find the common characteristics (Venn diagram)** **Think of three reasons why it is your favorite**

8:45 – 9:15
Learning Task #2
Range & Text Complexity
 	
- - - - - - - - - - - -
 	
9:15 – 10:15
	2a: Why Text Complexity Matters:
	  1. Read & highlight Appendix A, page 2
	  2. Table share
	
	2b: Read & highlight Appendix A, page 4 (second paragraph)
	  1. Pair/share
	
	2c: So… What Determines Text Complexity? (A three-part model)
	  1. Shared reading (document reader) Appendix A, pages 4 – 5 (from *The Standards' Approach* to the top of page 5)
	  2. Posters:
	    a. Qualitative – Appendix A, page 5; page 6, figure 2 (2 groups assigned to this section)
	    b. Quantitative – Appendix A, page 7 (5 paragraphs) (2 groups assigned to this section)
	    c. Reader and Task Considerations – Appendix A, pages 7 – 9 (2 groups assigned to this section)
	      • Each team makes a poster of the important information in their reading
	    d. Two common groups create a new poster that shows the similarities and differences of both groups

	e. Groups present
10:15 – 10:30	Break

10:30 – 10:45
 	
**Task #2
Range
&
Text
Complexity
(continued)**
	2d: Compare 5th and 6th grades; note differences. Tie to introduction of Alignment Document which explains that 6th grade is the transition to the secondary level
	    Whole group (document reader) review the following:
	      1. Summary Chart – Appendix A, page 6, figure 2
	      2. Text Complexity Grade Bands, Appendix A, page 8, figure 3
	      3. Text Complexity – Appendix A, page 10, figure 4

10:45 – 11:15	**2e: Text Complexity Activity: Appendix A, page 11**
	    1. Read excerpt from *Narrative of the Life of Frederick Douglass*; decide where on the continuum the excerpt falls on all six areas on page 6 of Appendix A:
	    • Each participant annotates a post-it for each area and places it on the continuum posters
	Note: Facilitators will place around the room posters for each of the following:
	    • Levels of Meaning (literary texts) or Purpose (informational texts)
	    • Structure
	    • Language Conventionality and Clarity
	    • Knowledge Demands: Life Experiences (literary texts)
	    • Knowledge Demands: Cultural/Literary Knowledge (chiefly literary texts)
	    • Knowledge Demands: Content/Discipline Knowledge (chiefly informational texts)
	    2. Compare our continuum posters with the chart on Appendix A, page 12, figure 5

11:15 – 11:30	**2f: How do I make this work?**
	    1. Refer to Appendix B, page 8
	    • RL, grades 6 – 8 text exemplars: *not* a reading list (RL = Reading Literature)
	    • Sample performance tasks, Appendix B, page 89
	    2. Refer to Appendix B, page 9
	    • RI, grades 6 – 8 text exemplars (RI = Reading Informational)
	    • Sample performance tasks, Appendix B, page 93

11:30 – 11:45	**2g: Introduce the Gates Curriculum Maps (Green USOE Booklet)**
11:45 – 12:30	Lunch

12:30 – 1:15
 	
Learning Task #3
Teaching with a Focus on Learners:
 	
A Model for Effective Differentiation from Sousa & Tomlinson
	3: Differentiation
	1. At some point in our career, most of us have tried to figure out what kind of learner we are. Let's refresh our memories:
	  • Quiz: What Kind of Learner are You?
	  • Participants evaluate their learning style by taking a short quiz
	  • How might understanding students learning styles be beneficial in the classroom?
	2. Review the three areas: Tactile, Visual, and Auditory (Summary is found on the last page of the quiz)
	3. Sousa and Tomlinson: Two authors who have put together a book about the way our brains learn
	4. See model on document reader
	
	  • According to Sousa and Tomlinson, this is what differentiation looks like in the classroom. These are non-negotiable:
	
	    a. Be respectful of each student. Work is equally engaging.
	    b. Curriculum is rooted in critical ideas. It is designed to support student understanding rather than recall only. Goals are absolutely clear. The curriculum itself reflects the teacher's beliefs that everyone in the class is smart.
	    c. Grouping should be flexible; students may be grouped by readiness, learning preferences or teacher chosen.
	    d. Pre-assessment is essential and allows teachers to match needs from the onset.
	    e. Students are supported in taking risks – they need acceptance, respect, affiliation, contribution, challenge and support. It should begin with a sensitive, empathetic teacher who values the worth of every learner. It **proceeds** with the teacher's gradual and intentional connection with every individual student. It **expands** as individuals learn to trust that the teacher is their partner in success. It **connects** the student as a team-like community of mutual regard and respect.

1:15 – 1:30
Learning Task #4
Understanding and Implementing WIDA Standards
	4: WIDA
	  4a: Read together portions of the WIDA press release (Green USOE Booklet)
	
	  4b: Scan the WIDA CAN DO Descriptors (Green USOE Booklet, WIDA pages 5-7)
	  • Grade level cluster 6-8 on page 6 of the WIDA CAN DO Booklet
	
	  4c: Look through a lesson plan which incorporates the WIDA standards with the CCSS (See handout: *Argumentative Writing: A Kinesthetic Approach*, by Marcy Winograd

1:30 – 2:10 **Learning Task #5** **Writing to Improve**	**5: Carnegie Report** **Objective:** Participants will review the key components of the Writing to Read report and analyze which of their current classroom practices fit each component and apply to the Common Core State Standards

Reading
 	
(*Writing to Read*, from The Carnegie Report)
	Writing to Read:
	Evidence for How Writing Can Improve Reading
	A Report from Carnegie Corporation of New York
	Written by Steve Graham and Michael Hebert, Vanderbilt University
	Published by the Alliance for Excellent Education
	http://carnegie.org/fileadmin/Media/Publications/WritingToRead_01.pdf
	
	Essential Question: *How Can Writing Improve Reading?*
	
	5a: Reference the *Writing to Read* report from the Carnegie Corporation. Begin by reading the following excerpt:
	
	    "Somewhere between one half to two thirds of new jobs in the future will require a college education and higher-level literacy skills. The largest projected area for job growth is the service industry, with 20.5 million new jobs added to the economy during this decade. High level literacy skills are almost a universal requirement for employees in this industry, as in professions such as finance, insurance, real estate, construction, and manufacturing. For example, almost 70 percent of salaried employees in these industries use writing as part of their jobs. Over 90 percent of white-collar workers and 80 percent of blue-collar workers indicate that writing skill is important to job success" (Carnegie Introduction, page 7).
	
	5b: Show the power point or main points from the report
	   • Discuss the main ideas to help students use writing to improve reading
	
	5c: Carousel Activity
	   • Share and write your own lessons/activities/best practices/graphic organizers that you have used to teach each of the concepts on the poster. Allow three minutes at each poster
	
	5d: Closure: Refer back to the Essential Question: *How Can Writing Improve Reading?*
	   • Analyze how the writing methods you have just listed can improve reading comprehension
	   • What success stories have you experienced in your own classroom?
	   • How can your ideas, ALONG WITH the Writing to Read recommendations, connect to the CCSS?

2:10 – 2:25	Break
2:25 – 3:15 **Learning Task #6**	**Work on lesson redesign.**
3:15 – 3:30	**End of day feedback**

DAY THREE

At the end of Day Three, participants and facilitators will have:

- Clarified the distinctions between persuasive writing and the expectations in the Common Core for writing argumentation with support models for transition and assessment,
- Used Learning Tasks to analyze Appendix C: Writing Exemplars and Annotations,
- Explored vocabulary development in the Common Core and identified useful lesson ideas,
- Used Content as a Clue to Meaning in building vocabulary,
- Worked collaboratively to re-design a lesson or unit on writing as aligned to the Common Core Standards.

8:30 – 8:40	**Review feedback from day 2**
8:40 – 8:45 **Learning Task #1**	**Warm-up: Interdisciplinary and multi-media experience (YouTube or music –** **Talking Twins or Power of Words)**
8:45 – 9:45 **Learning Task #2** **Arguments: The Seven Cs (Chapter 7 in Inquire) and the Toulmin Model** **Task #2** **Effective Strategies to Improve Adolescent Writing Instruction**	**2a: Argumentative Writing** • T Chart (Before) <u>Persuasive</u> | <u>Argumentative</u> • Read Appendix A, page 23, first paragraph • Appendix A, pages 24 – 25: The Special Place of Argument • T Chart (After) • Graphic Organizer • Look at a model • Create a graphic organizer for classroom instruction • How to turn the graphic organizer into an argumentative essay
9:45 – 10:00	**Break**

10:00 – 10:30 **Task #2** Continued **Assessing Student Argumentative Writing (Appendix C annotations)**	**2b: Assessing Student Argumentative Writing** • Rubrics • Read passages in Appendix C pages 36 & 38 • Analyze annotations for pages 36 & 38 essays

10:30 – 11:45
Learning Task #3
Explanatory and Narrative Writing
	3a: Informative/Explanatory Writing (Appendix A – page 23)
	1. Write a basic definition of what Informative/Explanatory Writing is
	• Think & Ink: Make a list of writing assignments that you do in your classroom that would be described as Informative/Explanatory Writing
	• Table share
	• Consolidate ideas from group. Write ideas on a chart-size paper
	
	2. Compare what you know to the CCSS (Use Appendix A, page 23, Informational/Explanatory Writing)
	• Make a note of words or ideas from the reading that helps you better understand what Informative/Explanatory writing is, or that supports what you already know about Informative/Explanatory Writing
	• Use a T chart during reading:
	
	Provides New or Deeper Understanding | Supports Prior Understanding
	
	• Compare/Contrast Discussion
	
	3. Student Samples (Use Appendix C)
	• Participants read the samples and discuss at table the annotations
	  ➢ Question to promote discussion: How can you use this sample to support your writing instruction?
	
	  - Grade 5, *"Author Response: Roald Dahl",* pages 29-30
	  - Grade 7, *"A Geographical Report",* pages 42-46 (skim this one)
	  - Grade 8, *"Football",* pages 47-48
	  Note: Other samples can be found at www.thewritesource.com/studentmodels/

	3b: Narrative Writing Checklist and Appendix A
	    1. Check each item on the handout *Narrative Writing* that you would associate with Narrative Writing
	    2. Read: Appendix A, pages 23 – 24. Compare the checklist to these pages
	        • Compare/Contrast Group discussion
	    3. Student Samples (Use Appendix C)
	        • Participants read the samples and discuss at table the annotations
	
	      - Grade 5, "Getting Shot and Living Through It", pages 31-35
	      - Grade 8, "Miss Sadie", pages 52-56

11:45 – 12:30	Lunch

12:30 – 1:30
Learning Task #4
Vocabulary Development
 	
Task #4
Vocabulary Development (continued)
	4a: Vocabulary Development
	    1. The Three Tiers of Words
	        a. Group reads (with document reader) from Appendix A, page 33: *Tier One words; Tier Two words; Tier Three Words*
	        b. Participants read silently two passages from Appendix B, pages 79-81:
	        • Excerpt from *The Dark is Rising*, by Susan Cooper
	        • Excerpt from *The Tale of the Mandarin Ducks,* by Katherine Paterson
	        c. Using the descriptors from Appendix A, page 33 about tiered vocabulary, write examples of several words from each tier on the T chart:
	
	Tier One | Tier Two | Tier Three
	
	        d. Group share of examples from each tier. Why did you place them in that particular tier?
	
	    2. The Vocabulary of Language Arts Instruction
	        a. Review vocabulary words unique to language arts instruction (an example can be found at on http://jc-schools.net/tutorials/vocab/TN.html ; see also Marzano, R.J. (2004) *Building background knowledge for academic achievement: Research on what works in schools*
	        b. Play the "Fly Swat Game" with language arts words
	        c. At tables, discuss how knowledge of content area vocabulary helps students to be successful
	
	    3. Read and highlight Appendix A, page 32 (*Acquiring Vocabulary*)
	        a. As tables, write phrases and ideas from the reading that the group highlights as being important to acquiring

	vocabulary
	b. Combine these onto chart paper
	c. Each group will share their ideas
	d. Post the charts around the classroom
	e. Read aloud from Appendix A, page 33: *Tier Two Words and Access to Complex Texts and Tier Three Words and Content Learning*
	f. Relate these readings to the "Fly Swat Game: that we played earlier
	4b: Using Content as a Clue to Meaning
	1. Read Appendix B, page 95: *Freedom Walkers: The Story of the Montgomery Bus Boycott*, by Russell Freedman
	• Pay particular attention to clues that can help the reader understand new and unfamiliar words
	• Read and explain the four types of context clues as outlined on the IRA's *read write think* website: **Types of Context Clues**
	a. Definition – the word is defined directly and clearly in the sentence
	b. Antonym (or contrast) – watch for words like *unlike, as opposed to,* etc.
	c. Synonym (restatement) – other words in the sentence have a similar meaning
	d. Inference – word meanings are not directly described, but can be inferred from the context
1:30 – 2:00	2. Look at the **Context Clues** page from the IRA's *read write think* website

Task #4 Vocabulary Development (continued)	**4c: Vocabulary Acquisition and Use: CCSS, page 53. Read through numbers 4, 5, and 6**
	     a. Greek & Latin Roots (refer to 4b on CCSS page 53)
	     b. Match roots to meanings:
	      • Write words using the roots

2:00 – 2:15	Break
2:15 – 3:15 **Learning Task #5 Common Core Writing Lesson and/or Unit re-design for publication**	**Work on lesson redesign.**
3:15 – 3:30	**End of day feedback**

DAY Four

At the end of Day Four, participants and facilitators will have:

- Explored the 11 key elements of effective adolescent writing from *Writing Next, The Carnegie Report*,
- Determined how the Language strand affects current teaching and what teachers are currently doing that will continue to work well,
- Identified on-going professional development needs for the next five years,
- Prioritized a top five list of all the things your principal or administrative team needs to know about the Common Core with rationale,
- Worked collaboratively to re-design and publish a lesson or unit on writing as aligned to the Common Core Standards.

8:30 – 8:45 **Learning Task #1** **Warm-up**	**Warm-up: Nolan's Cheddar – YouTube**
8:45 – 9:30 **Learning Task #2** **Language**	**2: Language** **2a. Essential Question: So, what's up with Language?** 　1. Participants read Appendix A, pages 28-31 and highlight important or new ideas 　2. Table discussion of what is important about the Language strand 　3. Group discussion of the most relevant information **2b. Table discussion: How does the Language strand affect current teaching *and* what am I currently doing that works well with this standard?** 　1. On chart paper (made into a T chart) 　　• How the Language strand will affect my current teaching: ┆ What I am currently doing that works well with this standard: 　　• Write table's answers to the two posed questions 　2. Each table puts up posters and in 3 minute intervals groups move from poster to poster to get ideas
9:30-9:45 **Learning Task #3** **Future Professional Development**	**3: Future Professional Development** **Essential Question: What are our highest priorities for on-going professional development over the next five years for schools and districts?** 　• Group discussion
9:45 – 10:00	Break

10:00 – 11:00 **Learning Task #4** **Lesson Redesign**	**Work on Lesson Redesign.**

11:00 – 11:45
 	
Learning Task #5
 	
Teachers' Top Five
	5: Activity: Teachers' Top Five
	Essential Question: What would be the top 5 things that your principal and administrator should know about the Common Core State Standards to support the implementation at your grade level?
	
	   a. In pairs or triads, brainstorm a list of all the things your principal or administrative team needs to know about the Common Core.
	
	   ➢ Conversation starter: How do our basal readers and anthologies fit into our adaptation of the CCSS?
	
	   b. At your table, compare and contrast your lists and select the top 5. Then prioritize (from 1 to 5) and **provide a rationale for each** using this framing criterion:
	
	   • Which would support the most effective implementation of the CCSS for every student at this grade level, including ELL, Sp Ed and Gifted?
	
	   c. With the entire group, come to a consensus about the top 5 with rationale.

11:45 – 12:30	Lunch
12:30 – 12:45 **Learning Task: #6** **Eleven Writing Strategies**	**6. With a document reader, review the 11 key elements of effective adolescent writing from _Writing Next, The Carnegie Report._** • Group discussion: How can we implement these writing strategies in the CCSS?
12:45 – 1:30	**Principals' discussion**
1:30 – 2:00	**Share redesigned lessons with principals**
2:00 – 2:15	Break
2:15 – 2:30	**Feedback forms**
2:30 – 3:30	**Publishing lesson redesign onto flash drives**

Narrative of the Life of Frederick Douglass (6-8 Text Complexity Band) excerpt

The plan which I adopted, and the one by which I was most successful, was that of making friends of all the little white boys whom I met in the street. As many of these as I could, I converted into teachers. With their kindly aid, obtained at different times and in different places, I finally succeeded in learning to read. When I was sent of errands, I always took my book with me, and by going one part of my errand quickly, I found time to get a lesson before my return. I used also to carry bread with me, enough of which was always in the house, and to which I was always welcome; for I was much better off in this regard than many of the poor white children in our neighborhood. This bread I used to bestow upon the hungry little urchins, who, in return, would give me that more valuable bread of knowledge. I am strongly tempted to give the names of two or three of those little boys, as a testimonial of the gratitude and affection I bear them; but prudence forbids; ---not that it would injure me, but it might embarrass them; for it is almost an unpardonable offence to teach slaves to read in the Christian country. It is enough to say of the dear little fellows, that they lived on Philpot Street, very near Durgin and Bailey's ship-yard. I used to talk this matter of slavery over with them. I would sometimes say to them, I wished I could be as free as they would be when they got to be men. "You will be free as soon as you are twenty-one, but I am a slave for life! Have not I as good a right to be free as you have?" These words used to trouble them; they would express for me the liveliest sympathy, and console me with the hope that something would occur by which I might be free.

I was now about twelve years old, and the thought of being a slave for life began to bear heavily upon my heart. Just about this time, I got hold of a book entitled "The Columbian Orator." Every opportunity I got, I used to read this book. Among much of other interesting matter, I found in it a dialogue between a master and his slave. The slave was represented as having run away from his master three times. The dialogue represented the conversation which took place between them, when the slave was retaken the third time. In this dialogue, the whole argument in behalf of slavery was brought forward by the master, all of which was disposed of by the slave. The slave was made to say some very smart as well as impressive things in reply to his master—things which had the desired though unexpected effect; for the conversation resulted in the voluntary emancipation of the slave on the part of the master.

In the same book, I met with one of Sheridan's mighty speeches on and in behalf of Catholic emancipation. These were choice documents to me. I read them over and over again with unabated interest. They gave tongue to interesting thoughts of my own soul, which had frequently flashed through my mind, and died away for want of utterance. The moral which I gained from the dialogue was the power of truth over the conscience of even a slaveholder. What I got from Sheridan was a bold denunciation of slavery, and a powerful vindication of human rights. The reading of these documents enabled me to utter my thoughts, and to meet the arguments brought forward to sustain slavery; but while they relieved me of one difficulty, they brought on another even more painful than the one of which I was relieved. The more I read, the more I was led to abhor and detest my enslavers. I could regard them in no other light than a band of successful robbers, who had left their homes, and gone to Africa, and stolen us from our homes, and in a strange land reduced us to slavery. I loathed them as being the meanest as well as the wicked of men. As I read and contemplated the subject, behold! that very discontentment which Master Hugh had predicted would follow my learning to read had already come, to torment and sting my soul to unutterable anguish. As I writhed under it, I would at times feel that learning to read had been a curse rather than a blessing. It had given me a view of my wretched condition, without the remedy. It opened my eyes to the horrible pit, but to no ladder upon which to get out. In moments of agony, I envied my fellow-slaves for their stupidity. I have often wished myself a beast. I preferred the condition of the meanest reptile to my own. Anything, no matter what, to get rid of thinking! It was this everlasting thinking of my condition that tormented me. There was no getting rid of it. It was pressed upon me by every object within sight or hearing, animate or inanimate. The silver trump of freedom had roused my soul to eternal wakefulness. Freedom now appeared, to disappear no more forever. It was heard in every sound, and seen in everything. It was ever present to torment me with a sense of my wretched condition. I saw nothing without seeing it, I heard nothing without hearing it, and felt nothing without feeling it. It looked from every star, it smiled in every calm, breathed in every wind, and moved in every storm.

Douglass, Frederick. Narrative of the Life of Frederick Douglass, an American Slave.

Written by Himself

Boston: Anti-Slavery Office, 1845

Sixth Grade Common Core Academy

Day Two: Differentiation

Quiz: What's Your Learning Style?

Choose your best response:

1. What kind of book would you like to read for fun?
   a. a book on National Parks with lots of pictures
   b. a novel or mystery with lots of details
   c. a book with word searches or crosswords

2. When you don't know how to spell a word, what are you most likely to do?
   a. write it down to see if it looks right
   b. spell it out loud to see if it sounds right
   c. trace the letters in the air

3. You're shopping and you're waiting in line to pay for some items you just picked out. What are you most likely to do while you are waiting?
   a. look around at other things in the store
   b. talk to the person next to you in line
   c. fiddle around with your money

4. When you see the word c-a-t what do you do first?
   a. picture a cat in your mind
   b. say the word "cat" to yourself
   c. think about petting a cat and hearing it purr

5. What's the best way for you to learn about how something works (like a car, computer, or lawnmower)?
    a. watch a movie or a demonstration about it
    b. read the directions or have someone explain it
    c. figure it out on your own by taking it apart

6. If you went to a dance, what would you be most likely to remember the next day?
    a. the faces of the people who were there
    b. the music that the DJ played
    c. the dance moves you did and the food you ate

7. When you are trying to concentrate or study, what do you find to be the most distracting to you?
    a. people walking past you
    b. loud noises
    c. an uncomfortable chair

8. When you are angry about something, what are you most likely to do?
    a. put on a "mad" face
    b. talk loudly or yell
    c. slam a door or throw something

9. When you are really happy about something, what are you most likely to do?
    a. smile from ear to ear
    b. talk up a storm
    c. act really hyper

10. You have just gone into a big store for the first time. How do you find your way around?
    a. look for a map or directory that shows where everything is
    b. ask someone who works there for directions
    c. just start walking around until you find what you are looking for

11. When you are sitting in a class, what bothers you the most?
    a. lights that are too bright or too dim

b. noises from the hallway or outside the building

c. the temperature; being too hot or too cold

12. What would you like to do to relax?
    a. read
    b. listen to music
    c. go for a walk or run

13. What would you rather go do with a group of friends?
    a. movie
    b. listen to music
    c. amusement park

14. When you meet new people, what are you most likely to remember about them?
    a. their faces but not their names
    b. their names but not their faces
    c. what you talked about with them

15. When you are asked for directions to your home, what are you most likely to tell them?
    a. a description of buildings and landmarks they will pass
    b. the names of roads and streets they will be on
    c. follow me; it will be easier if I just show you

LESSON PLAN Utilizing WIDA Standards

Title: Argumentative Writing: A Kinesthetic Approach

By Marcy Winograd

Primary Subject-Language Arts

Grade Level- 5-10

Concept: Argumentative writing

Goal: Students will formulate an opinion and learn to support it by participating in kinesthetic activities that require them to share thoughts with like-minded students and face off against opponents.

Objective: Students will write an argumentative paragraph and/or essay with a main idea, supporting points, arguments refuting their opponents and a strong conclusion. ____The objective would be clearly written on the board in front of the class. (I would do this so the ELL student would be able to read as well as hear our objective WIDA listening and reading level 2)

Materials needed: pen and paper

We will have a short review of the vocabulary to be used today. The words we will define are argument, opponent, controversial, persuasive and opposing. (I would do this so all students had a better understanding of the language. This is also a great review for all students on pre-fixes. For example, con=against. A way for ELL students to have access to their L1 is for me to list the Spanish word on the board opposite the English word. Like this:

Argument	argumento
Opponent	oponente
Controversial	controvertido
Persuasive	persuasivo
Oppose	ir en contra de

There is a lot of opportunity here to talk about parts of words. Just looking at this random list, look at the similarities in both words. We can also briefly touch on the language-learning skill of recognizing cognates. (WIDA reading level 2)

Anticipatory set: Raise your hand if you usually win an argument. Today we'll see how well you do when you face off against an opponent.

Depending on time, it may be a good idea to show a clip from a T.V. law drama suitable for the classroom on how lawyers present a strong argument. (WIDA listening level 3)

Procedure: After the anticipatory set, ask students to draw a line with two arrows at either end. Label one end "no" and the other end "yes". Next, ask them to make an X representing where they stand on a controversial statement. Example: Students should wear uniforms in school. If they agree, they draw an X on the "no" end; if they are undecided they draw an X somewhere in the middle. (WIDA speaking level 3)

I would "maybe" use this as a physical activity, using a rope across the classroom, or a line made out of tape on the floor for the students to stand on with one end indicating "yes" and the other end "no." This would be great to see visually how varied our opinions can be.

We could also touch on culture. In many countries outside of the United States students are required to wear uniforms.

Next, the teacher asks students to write down three reasons why they marked the X at the yes or no end. (WIDA speaking and writing level 4)

Students then are directed to two corners of the room where they will share ideas and add to their list of supporting points. One corner is for those who marked an X on or near the "yes" on their continuum; the other is for those who marked the "no" end.

This would be a good time to meet in pairs briefly before discussing with the whole group. It gives a bit more opportunity for each student to discuss their ideas one on one rather than with 15 kids to start with. Both the pairs and group of 15 are a cooperative group activity. (WIDA listening level 4)

Those who were somewhere in the middle of the continuum will visit both corners to hear two sides of the issue. Eventually, they must take a stand and record supporting points for their position. Students meet in their corners, read from their lists of supporting points, and strengthen their arguments.

*Some students may need time to rehearse the*ir responses.

When students finish writing their lists, they return to their seats. The teacher explains that a strong persuasive piece of writing will address opposing arguments. This is when students face off to refute each other. Four volunteers for the "yes" side line up facing four volunteers for the "no" side. (WIDA speaking and listening level 5)

What I like about this activity for ELL students is that they don't have to do impromptu, think on their feet speaking. They will have a list written down to use in their argument along with other students beside them to support them. I would hope that there would be enough time for each student to speak. If not, we would extend it on another day as speaking in front of others is a valuable skill.

A student offers a point in support of his position, while the opposing student in line refutes the point and then offers a supporting reason for his side. This goes back and forth for a while and new volunteers can be invited to come up and "face off" in front of the class.

Next, students write their paragraph or essay with a main idea, supporting points, arguments refuting their opponent and a conclusion that restates their main idea and explains the bottom line or why the issue is important.

I would use a graphic organizer to help them get started. In this way they can visually see the layout of how the paper should be organized. (Use of visual)

Assessment: Students are graded on a 1-4 rubric. The top 4 score indicates that students have included a main idea, supporting points, an argument that refutes their opponent and a conclusion. The paragraph/essay is logically organized. (WIDA writing level 4)

Independent practice (homework): Students write a persuasive paragraph/ essay on another school-related topic.

I would open the topic up to anything they feel strongly about. This could reach out to all students' background knowledge and experience. They could write their paper on something that is culturally relevant to them.

Freedom Walkers: The Story of the Montgomery Bus Boycott.

By Russell Freedman

Not so long ago in Montgomery, Alabama, the color of your skin determined where you sit on a public bus. If you happened to be an African American, you had to sit in the back of the bus, even I there were empty seats up front.

Back then, racial segregation was the rule throughout the American South. Strict laws – called "Jim Crow" laws – enforced a system of white supremacy that discriminated against blacks and kept them in their place as second-class citizens.

People were separated by race from the moment they were born in segregated hospitals until the day they were buried in segregated cemeteries. Blacks and whites did not attend the same schools, worship in the same churches, eat in the same restaurants, sleep in the same hotels, drink from the same water fountains, or sit together in the same movie theaters.

In Montgomery, it was against the law for a white person and a Negro to play checkers on public property or ride together in a taxi.

Most southern blacks were denied their right to vote. The biggest obstacle was the poll tax, a special tax that was required of all voters but was too costly for many blacks and for poor whites as well. Voters also had to pass a literacy test to prove that they could read, write, and understand the U.S constitution. These tests were often rigged to disqualify even highly educated blacks. Those who overcame the obstacles and insisted on registering as voters aced threats, harassment. And even physical violence. As a result, African Americans in the South could not express their grievances in the voting booth, which for the most part, was closed to them.

But there were other ways to protest, and one day a half century ago, the black citizens in Montgomery rose up in protest to demand their rights – by walking peacefully.

It all started on a bus.

From the Introduction: "Why They Walked"

Grades 6 – 8 Text Exemplars

Appendix B, Page 79 – 80

The Dark is Rising

By Susan Cooper

He was woken by music. It beckoned him, lilting and insistent; delicate music, played by delicate instruments that he could not identify, with one rippling, bell-like phrase running through it in a gold thread of delight.   There was in this music so much of the deepest enchantment of all his dreams and imaginings that he woke smiling in pure happiness at the sound. In the moment of his waking, it began to fade, beckoning as it went, and then as he opened his eyes it was gone. He had only the memory of that one rippling phrase still echoing in his head, and itself fading so fast that he sat up abruptly in bed and reached his arm out to the air, as if he could bring it back.

The room was very still, and there was no music, and yet Will knew that it had not been a dream.

He was in the twins' room still; he could hear Robin's breathing, slow and deep, from the other bed. Cold light glimmered round the edge of the curtains, but no one was stirring anywhere; it was very early. Will pulled on his rumpled clothes from the day before, and slipped out of the room. He crossed the landing to the central window, and looked down.

In the first shining moment he saw the whole strange – familial world, glistening white; the roofs of the outbuildings mounded into square towers of snow, and beyond them all the fields and hedge: buried, merged into one great flat expanse, unbroken white to the horizon's brim. Will drew in a long, happy breath, silently rejoicing. Then, very faintly, he heard the music again, the same phrase. He swung round vainly searching for it in the air, as if he might see it somewhere like a flickering light.

"Where are you?"

New York: Margaret K. McElderry Books, 1973.

From "Midwinter Day"

Grades 6 – 8 Text Exemplars

Appendix B, Page 81

The Tale of the mandarin Ducks

By Katherine Patterson

Illustrated by Leo and Diane Dillon

Long ago and far away in the Land of the Rising Sun, there lived together a pair of mandarin ducks. Now the drake was a magnificent bird with plumage so rich that the emperor himself would have envied it. But his mate, the duck, wore the quiet tones of the wood, blending exactly with the hole in the tree where the two had made their nest.

One day while the duck was sitting her eggs, the drake flew down to a nearby pond to search for food. While he was there, a hunting party entered the woods. The hunters were led by the lord of the district, a proud a cruel man who believed that everything in the district belonged to him to do with as he chose. The lord was always looking for beautiful things to adorn his manor house and garden. And when he saw the drake swimming gracefully on the surface of the pond, he determined to capture him.

The lord's chief steward, a man named Shozo, tried to discourage his master. "The drake is a wild spirit, my lord," he said. Surely he will die in captivity." But the lord pretended not to hear Shozo. Secretly he despised Shozo, because although Shozo had once been his mightiest samurai, the warrior had lost an eye in battle and was no longer handsome to look upon.

The lord ordered his servants to clear a narrow way through the undergrowth and place acorns along the path. When the drake came out of the water he saw the acorns. How pleased he was! He forgot to be cautious, thinking only of what a feast they would be to take home to his mate.

Just as he was bending to pick up an acorn in his scarlet beak, a net fell over him, and he frightened bird was carried back to the lord's manor and placed him in a small bamboo cage.

Building an Argument

The 7 C's of Argumentation
1. Consider the situation.
2. Clarify your thinking.
3. Construct a claim.
4. Collect evidence.
5. Consider key objections.
6. Craft your argument.
7. Confirm your main point

1. <u>Consider the situation.</u> What is my topic? What is my purpose? Who is my audience? What action do I want my audience to take?

Topic:

Purpose:

Audience:

Action:

2. <u>Clarify your thinking.</u> What are you trying to prove? Why do you feel the way you do? What kind of proof do you have? Who will be affected by this? Consider both sides.

Pro _____ Con _____

3. <u>Construct a claim.</u> Your claim is your position statement, or the key point of your argument. Use the following formula:

Position   **+**   **Reason**   **=**   **Claim**

4. <u>Collect evidence.</u> Gather facts and details to support your claim. Use examples, statistics, graphics, and illustrations.

5. <u>Consider key objections.</u> Consider other points of view and counter them. Some concession starters are: I admit that, It is true that, Of course, Even though, Perhaps, I agree that, Certainly, I accept, I realize that.

6. <u>Craft your argument.</u> Support your claim with solid evidence. (Appeal to sense of fairness or common sense.)

7. <u>Confirm your main point.</u> Finish your argument by drawing your best thoughts together into a logical conclusion. To do this, make a final appeal to audience and perhaps ask them to act on your point.

To Write an Argument Essay:
1) Create first draft
   -Start by introducing topic.
   -Follow with supporting points and deal with opposing arguments.
   -End with a paragraph that stresses importance of your thesis.
2) Improve first draft
   -Does essay achieve your goal?
   -Rewrite parts that are confusing or unclear.
   -Add details to explain your topic more fully.
   -Cut parts that don't support the topic.
   -Make sure that you have cited sources correctly.
   -Check your writing for accuracy (conventions).

Building an Argument

The 7 C's from Inquire: A Guide to 21st Century Learning

1. Consider the situation
2. Clarify your thinking
3. Construct a claim
4. Collect evidence
5. Consider key objections
6. Craft your argument
7. Confirm your main point

1. Consider the situation: What is my topic? What is my purpose? Who is my audience? What action do I want my audience to take?
   Topic: Rural areas are better places to live than urban areas.
   Purpose: To convince people that rural areas are better places to live.
   Audience: Classmates
   Action: I want classmates to fill out and mail a survey.

2. Clarify your thinking: What are you trying to prove? Why do you think the way you do? What kind of proof do you have? Who will be affected by this? CONSIDER BOTH SIDES.

PRO   CON

_____

RURAL AREAS   URBAN AREAS

- Housing is cheaper   - Many places to shop
- Less pollution   - More things to do
- Know your neighbors: - People don't know you
        Help each other   don't care what they think
        People wave   - Don't have to travel so far
        Friendly   - Students have more activities from which to choose
-Students are able to be involved in many activities:
        Sports
        Musicals
        Plays
        Clubs
-   Have mountains and parks
        Hike
        Ride Horses
        Ride 4 wheelers
        Fish
-   Safer
        Less Traffic
-   Fewer gang members

3. Construct a claim. Your claim is your position statement or the key point of your argument. Use the following formula:

POSITION   +   REASON   =   CLAIM

Rural areas are better places   -You know the people   Rural areas are better places to live than
to live than urban areas.   -There are many outdoor activities   urban areas because you know the people,
                                                        - It is healthier   there are more opportunities for outdoor
                                                                                                                     activities and it is healthier for you.

4. Collect evidence: Gather facts and details to support your claim. Use examples, statistics, graphics, and illustrations.

Less expensive housing: Apartment in country = $600 per month; apartments in the city = $1000 per month (same size)
Better air quality: Rural areas are not prohibited from burning wood in stoves.
Statistics show fewer gang members
Statistics show fewer traffic accidents

5. Consider key objections: Consider other viewpoints and counter them. Some concession starters are: I admit that, Of course, Even though, Perhaps, I agree that, Certainly, I accept, I realize that…

I admit that larger schools may offer more clubs and sport opportunities, but students in smaller schools have more opportunity to be involved in many things.

I realize that cities may have more things to do, but the country offers many activities if you don't like crowds.

FEEDBACK for the 7 Cs: Building an Argument/Organizer

1. Consider the situation.   _____
2. Clarify your thinking.   _____
3. Construct a claim.   _____
4. Collect evidence.   _____
5. Consider key objections.   _____
6. Craft your argument.   _____
7. Confirm your main point. _____

Assessing Argumentative Essay
(after multiple revisions by the author with feedback from teacher and peers)

1. Is topic clear? _____

2. Is purpose clear? _____

3. Is it apparent who the audience is? _____

4. Does essay have detail? (pros and cons, personal experience, story, etc.)_____

5. Is there supportive evidence? Are sources cited correctly? _____

6. Are there at least two concession statements? _____

7. Is essay interesting and convincing? _____

8. Is there a logical conclusion? If action is needed, is action clear and compelling? _____

Total _____   Divided by eight _____ Grade _____

Topic Ideas for Argumentative Essay

- Students should/shouldn't be required to wear uniforms to school
  Audience – school board, classmates

- Students should/shouldn't be able to skateboard on school grounds
  Audience – school board, principal, classmates

- There should/shouldn't be a football program at the high school
  Audience – school board, classmates, community

- A person should exercise regularly
  Audience – classmates, everyone

- Rural areas are better places to live than urban areas
  Audience – classmates, everyone

- Pop is not good for you
  Audience – classmates, everyone

- The middle school baseball program should take place in the fall not the spring
  Audience – classmates, baseball coach

- I should be able to stay up as late as I want on weekends
  Audience – parents

- All people should/shouldn't be required to wear a helmet while riding a motorcycle
  Audience – legislators

- All lifejackets manufactured should be bright orange
  Audience – classmates, lifejacket manufacturers

- Energy drinks should be taken off the market
  Audience – classmates, legislators

- Students should be allowed/not allowed to use their cell phone during school
  Audience – classmates, principal, school board

- There should/should not be a fee to enter a national park
  Audience – classmates, Division of Parks and Services

- Length of school year should/should not be extended
  Audience – classmates, school board, State Board of Education

- People under the age of 18 should not be allowed to use a tanning booth
  Audience – classmates, legislators

Narrative Writing

Place a checkmark in front of each item that you would associate with narrative writing.

_____ 1. stories of real experiences

_____ 2. imaginary stories

_____ 3. uses time as a structure

_____ 4. used to inform the reader

_____ 5. used to instruct the reader

_____ 6. used to persuade the reader

_____ 7. used to entertain the reader

_____ 8. fictional stories

_____ 9. memoirs

_____10. anecdotes

_____11. biographies/autobiographies

_____12. provides details that activate the senses (visual, auditory, etc)

_____13. manipulates pace to highlight the significance of events

_____14. uses dialogue

_____15. descriptions of step-by-step procedures of investigations

_____16. stories of historical figures or events

_____17. essays

_____18. news stories

_____19. poetry

_____20. letters

_____21. blogs

_____22. journal entries

_____23. emails

_____24. compares and contrasts

_____25. presents problems and solutions

Name: _____ Date: _____

Types of Context Clues

Study these four common types of context clues. Think about what information in the sentence is useful and what is not. Working with your partner, see if you can come up with different examples for at least two of the types.

Definition–the word is defined directly and clearly in the sentence in which it appears.

"The arbitrator, the neutral person chosen to settle the dispute, arrived at her decision."

Antonym (or contrast)–often signaled by the words *whereas*, *unlike*, or *as opposed to*.

"Unlike Jamaal's room, which was immaculate, Jeffrey's room was very messy."

"Whereas Melissa is quite lithe, her sister is clumsy and awkward."

Synonym (or restatement)–other words are used in the sentence with similar meanings.

"The slender woman was so thin her clothes were too big on her."

Inference–word meanings are not directly described, but need to be inferred from the context.

"Walt's pugnacious behavior made his opponent back down."

"The man gigged the large fish, but he needed his friend to enlarge the hole to drag it out of the frigid water."